

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 26, 2013

To: Board of Education

From: Tony Smith, Superintendent
Maria Santos, Deputy Superintendent Instruction, Leadership & Equity in Action
Vernon Hal, Deputy Superintendent Business & Operations
Susana Ramirez Director, State and Federal Compliance

Re: 2013 - 2014 Community Schools Strategic Site Plan (CSSSP)

Action Requested:

The Board of Education is requested to approve the 2013-2014 Community Schools Strategic Site Plan for Student Achievement for Howard Elementary School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (Community Schools Strategic Site Plan CSSSP) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, by the School Site Council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the Single Plan for Student Achievement is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index. (API).

Discussion:

The Community Schools Strategic Site Plan builds on a premise that students are capable of learning with effective instruction, includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school improvement actions, directs resources where they will most directly improve student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated to student success.

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Community Schools Strategic Site Plan.

State Programs

- Economic Impact Aid/School Compensatory Education
- Economic Impact Aid/Limited English Proficient
- Quality Education Improvement Act (QEIA)
- School Improvement Grant (SIG)

Federal Programs

- Title I, Part A

Recommendation:

The Board of Education is requested to approve the 2013-2014 Community Strategic Site Plan for Howard Elementary School.



Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: Howard Elementary

6001713

School Year: 2013-2014

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Dear OUSD Staff, Parents, and Community Members:

On behalf of the OUSD leadership, thank you! In our second year of the Community School Strategic Site Plan (CSSSP or C3SP) process, let's celebrate our collaborative efforts in serving all children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child and to link caring school communities with Oakland neighborhoods across our city. We believe that each child in Oakland must be ready to succeed in college, community, and careers that lead them to healthy and happy lives. With these beliefs, we engage in creating a Full Service Community School District filled with Full Service Community Schools. Every school will act as a resource and service hub that connects with local partners to help build healthy and vibrant schools and communities.

Learning lessons from and building upon the first year's experiences, we continue to strive for alignment, effectiveness, and efficiency. The CSSSP is closely aligned with the larger organizational strategic plan, Community Schools, Thriving Students; but we must also synchronize with other school-based instruments such as the Western Association of Schools & Colleges (WASC) accreditation and our district's pioneering School Quality Review (SQR) process. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CSSSP is a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. The 2011-2012 Community Schools Strategic Site Plans represented our first steps in the development of each site's priorities for the 2012-2015 school years. This next step for 2012-13 will represent the deepening, enhancing, and refinement of each school's groundwork.

Last year, each site created a Community School Leadership Team, incorporating members of the School Site Council (including English Language Advisory Council (ELAC), the principal, parents, teachers, staff), and in secondary schools, student member(s). Additionally, each school recruited their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will continue to analyze data, enhance strategies, and drive the development of the CSSSP for their school and supported through a collaborative engagement process that utilizes the recently adopted Meaningful Family Engagement Standards (adopted by OUSD in Spring 2012). In our second year of implementation, we are excited about supporting every school community to collaborate in service of building Full Service Community Schools across Oakland. As leaders of a Full Service Community District, we are committed to providing the conditions for this critical work to happen. I thank you for your engagement, leadership, and commitment to supporting the development of community schools and thriving students across Oakland. Thank you!

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

VISION: All students will graduate from high school. As a result, they are caring, competent and critical thinkers, fully-informed, engaged and contributing citizens and prepare to succeed in college and career.

MISSION: Oakland Unified School District is becoming a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.

GOAL AREAS:

Every student in the Oakland Unified School District will:

- Attend a SAFE, HEALTHY, and SUPPORTIVE SCHOOL - Oakland will become a full-service community district that will collaborate with civic and community partners to reduce violence in the community and schools thereby creating secure campuses where a culture of calm prevails.
- Learn the knowledge, skills, and abilities to be PREPARED for SUCCESS in COLLEGE and CAREERS when they graduate from high school, to ensure that they can read, write, speak, think critically and reason mathematically for post-secondary success.
- Have HIGH QUALITY and EFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

The Oakland Unified School District will:

- Become a FULL SERVICE COMMUNITY DISTRICT that is in service of and fully supporting the success of community schools and thriving students.
- Be ACCOUNTABLE for HIGH QUALITY for its schools and in its work across the organization.

SCHOOL SITE CONTEXT

Charles P. Howard Elementary School is located in a very serene area with a dazzling view of the bay area. Our small community has become a close knit group that nurtures and supports student learning. In addition to the core curriculum, all students have access to the computer lab, physical education, and Full Option Science System (FOSS). During the 2012-2014 school year, Howard partnered with Parker Elementary to become a member of the Science and Literacy Cohort. Our involvement with each other as well as with the other cohort schools has strengthened science learning for our students. We look forward to continuing this work next year. Our part-time music teacher provides an introduction to music to all of our classes and teaches instrumental music to fourth and fifth graders. We have a garden project and a weekly Farmers' Market which has inspired healthy eating and wellness in our community. We have partnered with the Ann Martin Center to support the mental health needs of our families. The Dads' Club is six years strong and provides supplemental resources to our school. Howard provides a caring and positive environment that engages families and believes that students come first!

VISION

Our vision is to hold all students accountable for their academic and personal growth in a safe, supportive, and inclusive environment. We hold our school community to the highest academic expectations and a strict code of conduct, so that our students are prepared to perform in a Green Global Economy in the 21st Century. We will achieve this goal by taking personal responsibility to collaborate as a professional learning community where students, parents, community, and staff focus on student learning.

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

Strategic Priority: The Accountability Plan

In June 2011, the OUSD Board of Education adopted our School Quality Standards. These standards include outcome standards that define for OUSD what "good" performance is. These are the standards we use to measure the extent to which our schools are ensuring that all of our students are thriving and likely to contribute to the health of our communities.

1. A quality school sets and achieves clear and measurable program goals and student learning objectives.
2. All students demonstrate progress on academic and social goals each year and across years.
3. All students achieve at similarly high rates and any gaps in achievement are substantially narrowing.
4. All students achieve at levels that compare positively with state and national averages and with similar schools.
5. All students demonstrate critical thinking skills and apply those skills towards solving complex tasks.
6. All students demonstrate skills in and knowledge of the arts and literature.
7. All students demonstrate an ability to understand and interact with people from different backgrounds.
8. All students achieve and maintain satisfactory physical health including diet, nutrition, exercise, and rest.
9. All students demonstrate the attributes and skills of emotional health and well-being.
10. All students demonstrate the skills, knowledge, and dispositions needed in the world of work.
11. All students demonstrate the skills, knowledge, and dispositions of engaged citizens.

OUSD schools will use these outcome standards to define and assess how they are developing toward quality Full Service Community Schools. School- level goals and metrics in the following sections should explicitly refer to these outcomes standards.

The School Accountability Plan

Weekly COST meetings with partners to align support with strategies in our plan. Monthly SSC and ELAC meetings with members to monitor and ensure that we are following the plan and making necessary adjustments. Bi-Monthly meetings with staff (ILT) to monitor and adjust the plan for current needs. Review current data regularly with stakeholders to align support and make changes to the plan.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Howard Elementary

Principal: CAROLYN HOWARD

From OUSD Strategic Plan:

We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy Framework. The beginning of our work will ensure that we assess reading levels of all students across the system. Additionally, we will approach literacy from a Response to Intervention Framework, ensuring that students have access to high-quality instruction and that higher tiers of support are provided when needed. OUSD must develop a PreK-12 core curriculum aligned to college and career ready standards and to the Common Core State Standards as they develop.

District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year (in two years for MS and HS)
3. Move/maintain CST Proficient and Advanced students
4. Accelerate reading by 1.5 additional grade levels for 3rd through 5th graders as measure by SRI to reach grade level standard (2 additional grade levels starting with 6th graders for MS, 3 additional grade levels starting with 9th graders for HS)
5. Student use of academic language and engagement with grade level content aligned to the Common Core Sate Standard will be increased from fall to spring as evidenced by principal observations.

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

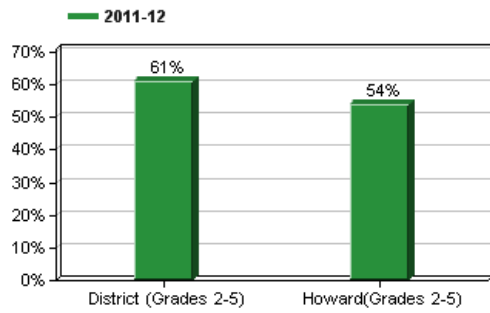
School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- uses instructional strategies that make learning active for students and provide them with different ways to learn
- provides and ensures equitable access to curriculum and courses that prepare all students for college

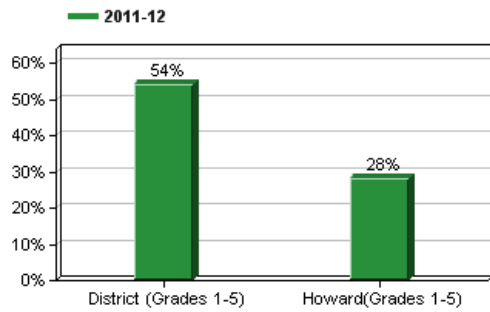
Benchmark

ELA MidYear % At/Above BMark in Reading Comprehension



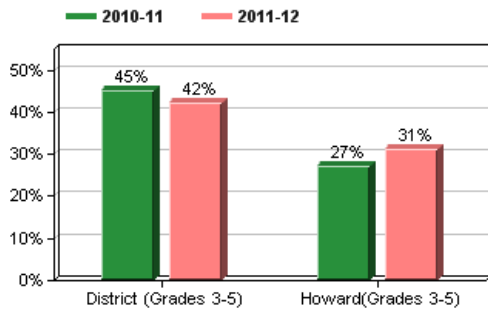
CELDT

% Growth in CELDT 2 Year Cohort Growth Report

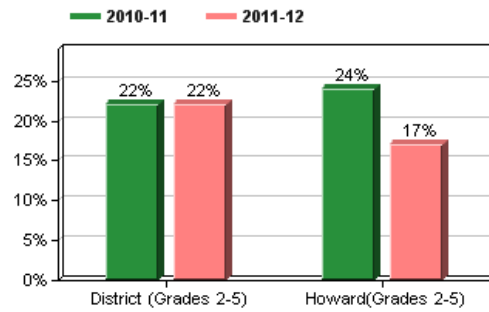


CST

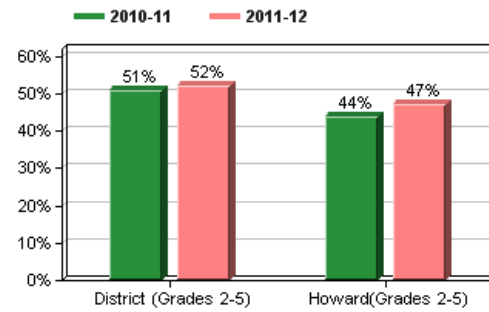
% Growth in CST/CMA ELA 2 Year Cohort Growth Report



CST/CMA ELA % BB/FBB

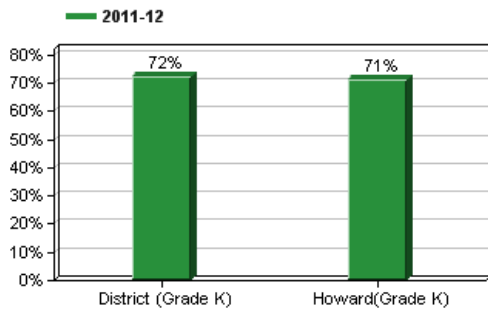


CST/CMA ELA % Prof/Adv

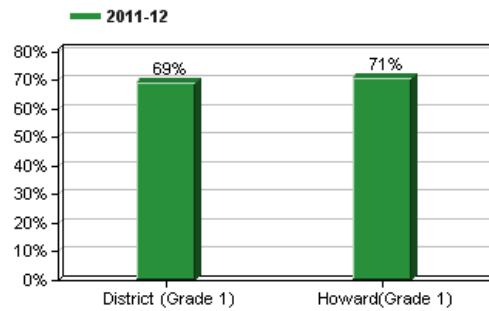


DIBELS

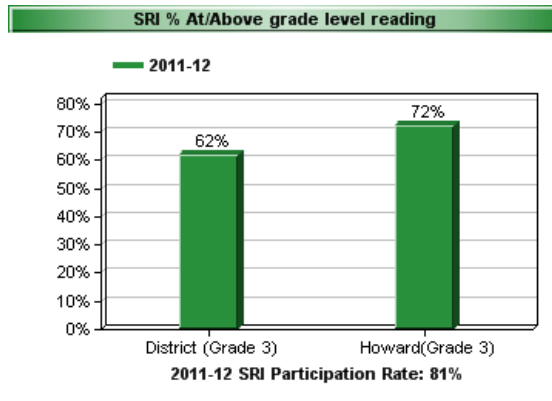
DIBELS EOY GrK % Low Risk in Letter Naming



DIBELS EOY Gr1 % Low Risk in Oral Reading



SRI



Data Analysis

- We do not have a large number of EL students. We are pleased that several of them have been reclassified this year.
- Our AA and EL students are performing relatively the same in ELA. No significant difference.
- While the number of students proficient and advanced in ELA went down 5%, the number of students FBB/BB was reduced by 5% as well.
- This year, students in grades four and five scored benchmark on the mid year ELA assessment. Teachers in grades second and third are continuing to review strategies for raising reading comprehension for their students.

Theory of Action

- We have agreed to use data to plan and implement intervention strategies for our targeted students.
- If we use student engagement strategies, increase the rigor in the lessons and ensure full participation of ALL students we will have students who are critical thinkers who are able to work through complex tasks.
- If we regularly inform families of their child's progress in ELA and offer strategies and assistance when needed our families will become more knowledgeable of the content and our goals for student learning.
- We seek to have 100% rate of participation in the administration of the Scholastic Reading Inventory (SRI). Students will track their growth and use the lexile score to determine their level when selecting books for leisure reading.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Develop a vision for a Balanced Approach to Literacy for the school site	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	3/5/2013	166SQI1A399	Professional development for school leadership team and staff to develop draft vision for literacy	N/A			0	\$0.00
Summer Intervention Program 2013	State tests (CST/STAR, PFT)	FBB, BB and BAS	End of Year	Leadership Team	3/5/2013	166SQI1A2168	Summer Intervention 2013	N/A			0	\$0.00
Purchase materials to support literacy i.e. leveled libraries for classrooms	SRI	All Students	Every Marking Period	Leadership Team	3/5/2013	166SQI1A2170	Leveled Libraries	N/A			0	\$0.00
Mathematics Instruction Focused on developing cognitive skills in support of the Common Core Standards	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	5/6/2013	166SQI1A6071	Teachers will use Smarter Balance Assessments with students in support of the common core standards	N/A			0	\$0.00
Increase Parent Participation and engagement	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Monthly	Leadership Team	4/5/2013	166SQI1A2167	Academic Interventions	3010-Title I		INTSPC0011	0.5	\$25,000.74
Increase Parent Participation and engagement	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Monthly	Leadership Team	4/5/2013	166SQI1A5342	Academic Interventions	7090-EIA - SCE		INTSPC0011	0.5	\$25,000.74
Increase Parent Participation and engagement	Survey data (CHKS, etc.)	All Students	Every Marking Period	Leadership Team	4/5/2013	166SQI1A5343	Refreshments for parent meetings and events	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$944.16
Increase Parent Participation and engagement	CELDT	English Learners	Every Marking Period	Leadership Team	4/5/2013	166SQI1A5344	Materials and supplies for EL students	7091-EIA - LEP	4300-MATERIALS & SUPPLIES		0	\$8,355.47
Increase Parent Participation and engagement	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Marking Period	Leadership Team	4/5/2013	166SQI1A5345	Materials and supplies to supplement classroom lessons	7090-EIA - SCE	4310-SUPPLIES		0	\$12,011.54
Increase Parent Participation and engagement	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Marking Period	Leadership Team	4/5/2013	166SQI1A5348	Materials and supplies to supplement classroom lessons	3010-Title I	4310-SUPPLIES		0	\$14,753.55

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority B. Science, Technology, Engineering, Mathematics (STEM)

School: Howard Elementary

Principal: CAROLYN HOWARD

From OUSD Strategic Plan:

In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science and mathematics, we also recognize their inadequacy and unevenness when we delve deeper into the results for various student populations (e.g., African-American, Latino, English Language Learners), grade spans (middle and high school students) and schools. We are committed to accelerating science and mathematics gains and supporting robust teaching and learning. We plan not only to dramatically improve science and mathematics learning but also to create a deep understanding of Science, Technology, Engineering and Mathematics (STEM) careers and opportunities for linked learning, both in school and the workforce.

District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year.
3. Move/maintain CST Proficient and Advanced students
4. Increase by 10% the number of proficient and advanced students in CST science and by 15% English Language Learners and African American Males

School Federal and State Academic Achievement Goals:

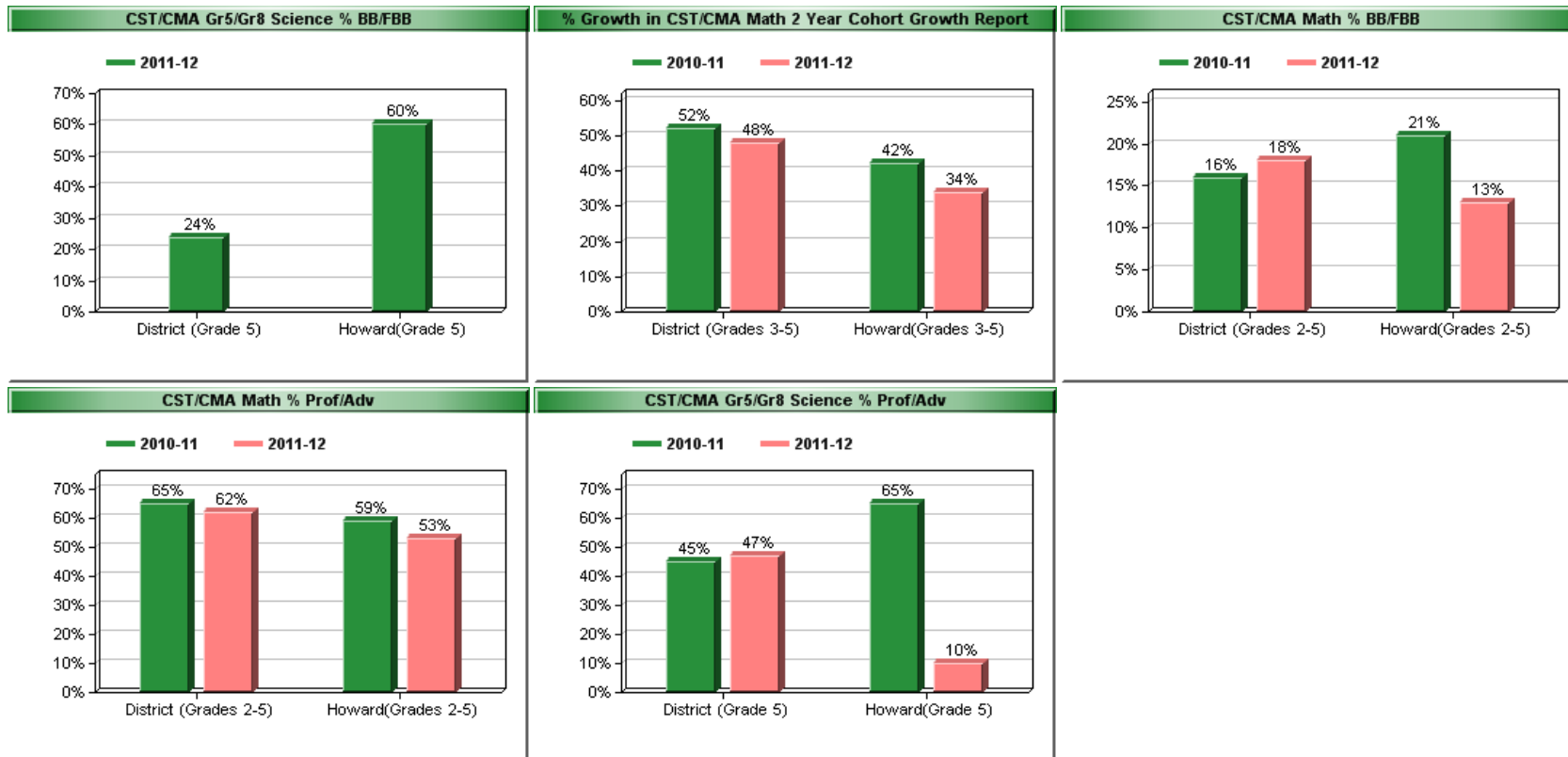
School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- uses instructional strategies that make learning active for students and provide them with different ways to learn
- provides and ensures equitable access to curriculum and courses that prepare all students for college

CST



Data Analysis

- In 2011-2012, only 10% of our fifth graders were proficient/Adv in science. 60% fell into the FBB /BB in science. During the same time period, the number of students proficient in math dropped from 59% to 53%.
- Math Multiple Choice Data Average % Correct Grade Benchmark 1/ Benchmark 2 Grade 2 64% / 49% Grade 3 71% / 69% Grade 4 70% / 69% Grade 5 69% / 67%
- Performance Task Data; % OF STUDENTS AT/ABOVE BENCHMARK IN BOTH MULT CHOICE & PERFORMANCE TASK GRADE K (92%) GRADE 1 (38%) GRADE 2 (4%) GRADE 3 (18%) GRADE 4 (25%) GRADE 5 (30%)

Theory of Action

- If we are going to reach double digit growth, as measured by the CST, for all students, we must raise the rigor in science and math by using engagement strategies and delve deeply into the core curriculum for each grade level.
- If we adhere to our agreements as a cohort for teaching science, we will ensure that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- If we ensure that students know what they are learning, why they are learning it and how to apply it to their lives, then students will be actively engaged

and make the expected progress in science and math.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Mathematics Instruction Focused on developing cognitive skills in support of the Common Core Standards	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	5/6/2013	166SQI1B6071	Teachers will use Smarter Balance Assessments with students in support of the common core standards	N/A			0	\$0.00
Increase Parent Participation and engagement	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Monthly	Leadership Team	4/5/2013	166SQI1B2167	Academic Interventions	3010-Title I		INTSPC0011	0.5	\$25,000.74
Increase Parent Participation and engagement	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Monthly	Leadership Team	4/5/2013	166SQI1B5342	Academic Interventions	7090-EIA - SCE		INTSPC0011	0.5	\$25,000.74
Increase Parent Participation and engagement	Survey data (CHKS, etc.)	All Students	Every Marking Period	Leadership Team	4/5/2013	166SQI1B5343	Refreshments for parent meetings and events	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$944.16
Increase Parent Participation and engagement	CELDT	English Learners	Every Marking Period	Leadership Team	4/5/2013	166SQI1B5344	Materials and supplies for EL students	7091-EIA - LEP	4300-MATERIALS & SUPPLIES		0	\$8,355.47
Increase Parent Participation and engagement	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Marking Period	Leadership Team	4/5/2013	166SQI1B5345	Materials and supplies to supplement classroom lessons	7090-EIA - SCE	4310-SUPPLIES		0	\$12,011.54
Increase Parent Participation and engagement	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Marking Period	Leadership Team	4/5/2013	166SQI1B5348	Materials and supplies to supplement classroom lessons	3010-Title I	4310-SUPPLIES		0	\$14,753.55

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Howard Elementary

Principal: CAROLYN HOWARD

From OUSD Strategic Plan:

Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the programs and help to integrate them into the school culture. We must develop transitional kindergarten programming to include curriculum and professional development. College and career readiness doesn't begin in high school. In OUSD, the elementary and middle school academic core must be aligned to what students must know, understand, and be able to do to succeed in college-preparatory courses in high school. Elementary and middle school communities in regions will collaborate to share best practices and to develop robust feeder options. Building on existing programs, OUSD will also seek additional funds to develop a comprehensive "Career Pathways" approach to preparing our young people to be successful in college and careers. In order to attract and hold students and families, we will use the FSCS model to create corridors, networking Pre-K through 12 schools in targeted areas in new and innovative ways.

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Data Analysis

- Insert Data regarding the number of State Pre K Students are currently enrolled in our kindergarten. Insert Data regarding the number of students who attended Transitional K who are at Howard.

Theory of Action

- If Pre-K students attend the transitional kindergarten summer program, they will be better acclimated to the classroom in the Fall.
- Students who attend the summer transitional kindergarten class will have assessments completed that informs instruction in the Fall.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Mathematics Instruction Focused on developing cognitive skills in support of the Common Core Standards	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	5/6/2013	166SQI1C6071	Teachers will use Smarter Balance Assessments with students in support of the common core standards	N/A			0	\$0.00
Transitional Kindergarten for summer 2013	Local assessments (benchmarks, PWA)	Pre-Kindergarten	End of Year	Leadership Team	3/5/2013	166SQI1C1565	TK Summer Teacher	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Howard Elementary

Principal: CAROLYN HOWARD

From OUSD Strategic Plan:

In order to make sure that more students graduate, and our graduates are ready for college and career, OUSD will make a significant investment in strategies, structures, and resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (CTE), work-based learning experiences and support services so that students are prepared for college and career success within the context of a specific, high demand industry sector. Building on the number of career pathways that exist in high schools now, we will increase the number of well-developed and effectively-implemented pathways, which include certificates linked to occupations. OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.

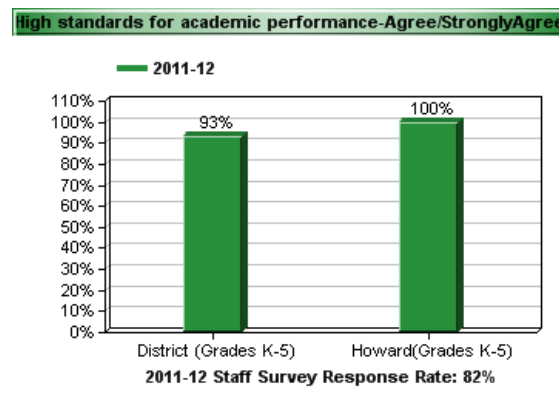
1. Combined 4-& 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)

School Quality Standards relevant to this Strategic Priority

A quality school...

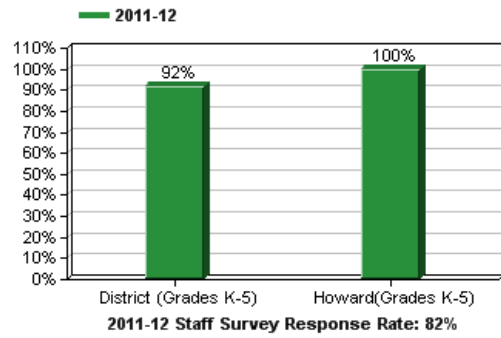
- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Survey - High Standards

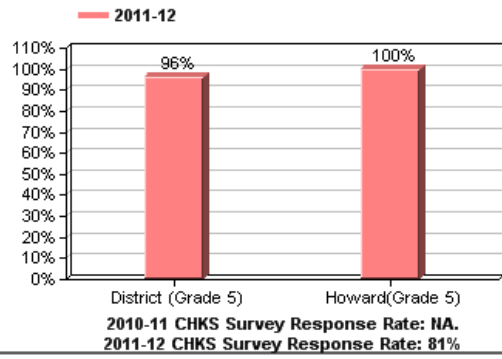


Survey - Success

School promotes academic success. ___% Agree/Strongly Agree



Do you plan to go to college after high school? ___% Yes



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School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority E. Accelerating Students through Targeted Approaches* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)

School: Howard Elementary

Principal: CAROLYN HOWARD

From OUSD Strategic Plan:

We need to close the achievement gap through targeted approaches, focusing on literacy development, African American Male Achievement, targeted inquiry, English Language Learners, Students with Disabilities, and Programs for Exceptional Children. The patterns of academic performance we see in our district, schools, and classrooms are evidence of a system that is horribly inadequate. We need to differentiate supports and strategies in order to accelerate achievement and address the disparities in educational and social outcomes for populations of students.

1. Increase the number of African American Male students on the honor roll by 15%

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Implement differentiated instruction for GATE students.	State tests (CST/STAR, PFT)	GATE	Monthly	Principal	3/5/2013	166SQI1E4605	Provide high-interest and challenging extension activities integrated into classroom instructional program.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Howard Elementary

Principal: CAROLYN HOWARD

From OUSD Strategic Plan:

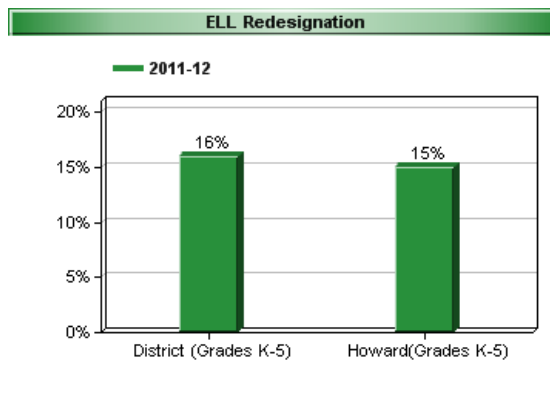
We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together to break down barriers to learning and foster true, authentic collaborations in service of thriving students. We envision a system in which schools extend beyond the traditional school day ? offering students and families learning opportunities before and after school, on weekends, and during the summer.

School Quality Standards relevant to this Strategic Priority

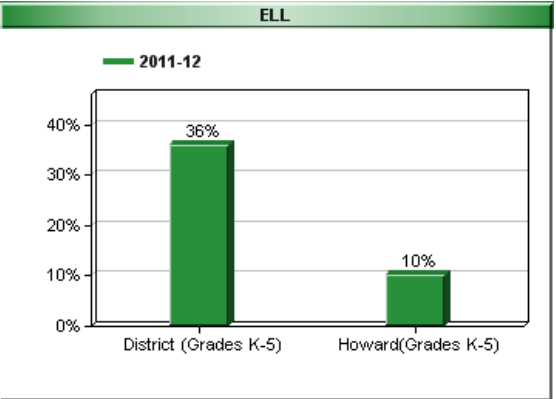
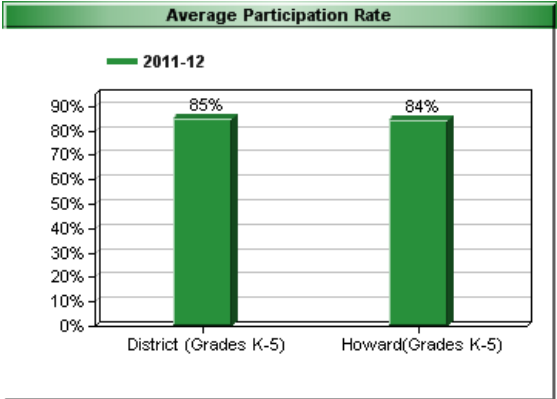
A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

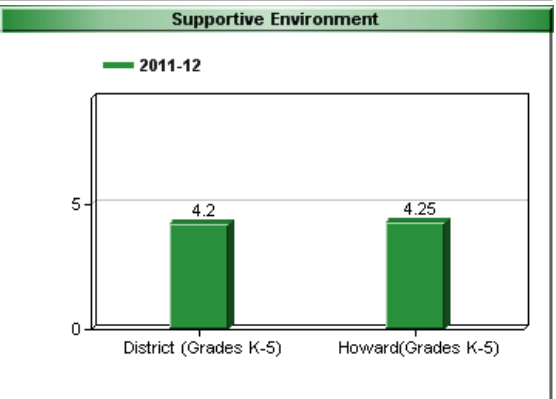
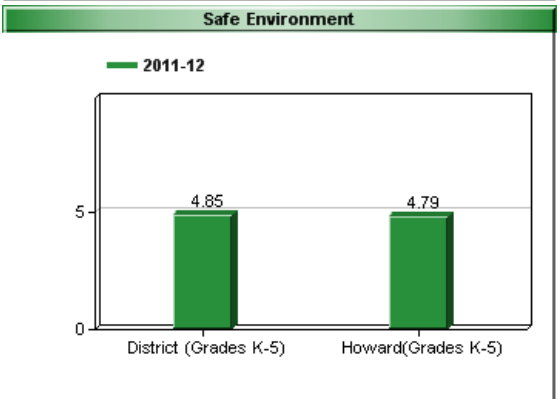
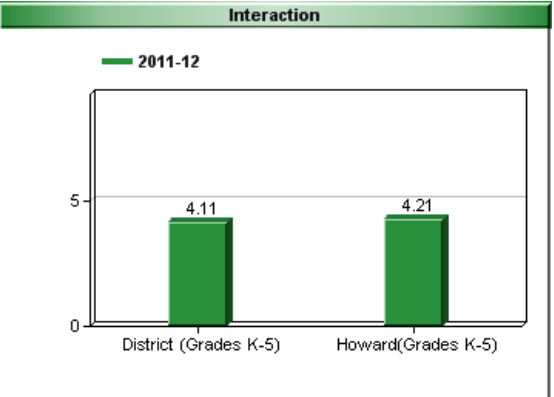
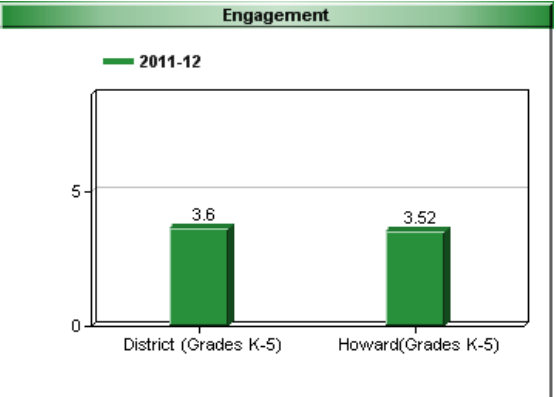
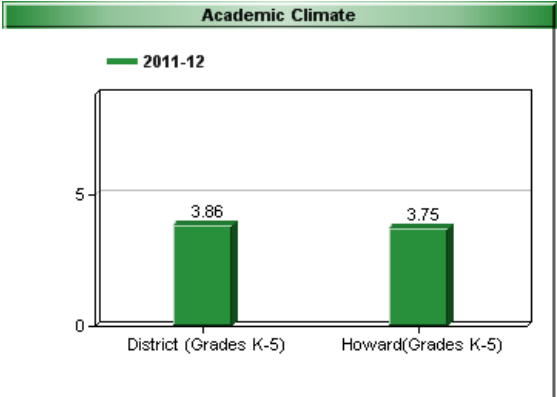
After School Program- Student Impact



After School Program- Participation



After School Program- Point of Service Quality [Scale of 1-5 (low to high)]



Theory of Action

- In addition to providing academic intervention to students, we believe that students need a safe, supportive & nurturing environment during afterschool hours.
- Summer Intervention provides some students the opportunity to scaffold in skills that they need before entering the next grade.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Increase Parent Participation and engagement	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Monthly	Leadership Team	4/5/2013	166SQ11F2167	Academic Interventions	3010-Title I		INTSPC0011	0.5	\$25,000.74
Increase Parent Participation and engagement	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Monthly	Leadership Team	4/5/2013	166SQ11F5342	Academic Interventions	7090-EIA - SCE		INTSPC0011	0.5	\$25,000.74
Increase Parent Participation and engagement	Survey data (CHKS, etc.)	All Students	Every Marking Period	Leadership Team	4/5/2013	166SQ11F5343	Refreshments for parent meetings and events	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$944.16
Increase Parent Participation and engagement	CELDT	English Learners	Every Marking Period	Leadership Team	4/5/2013	166SQ11F5344	Materials and supplies for EL students	7091-EIA - LEP	4300-MATERIALS & SUPPLIES		0	\$8,355.47
Increase Parent Participation and engagement	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Marking Period	Leadership Team	4/5/2013	166SQ11F5345	Materials and supplies to supplement classroom lessons	7090-EIA - SCE	4310-SUPPLIES		0	\$12,011.54
Increase Parent Participation and engagement	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Marking Period	Leadership Team	4/5/2013	166SQ11F5348	Materials and supplies to supplement classroom lessons	3010-Title I	4310-SUPPLIES		0	\$14,753.55
Align after school program goals with school's academic goals for students					3/5/2013	166SQ11F2156		N/A			0	\$0.00
Provide EL students with additional support during the after school program (tutoring, computer lab, student performances, etc...	CELDT	English Learners	Weekly	After school program coordinator	3/5/2013	166SQ11F2157		N/A			0	\$0.00
After School Program provides family supports in conjunction with other school service providers to address needs of family in order to increase attendance improve behavior.					3/5/2013	166SQ11F2158		N/A			0	\$0.00
Ensure that after school program is reflective of school demographics (e.g. recruit ELL students)					3/5/2013	166SQ11F2159		N/A			0	\$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority A. School Culture (including Meaningful Student Engagement)

School: Howard Elementary

Principal: CAROLYN HOWARD

From OUSD Strategic Plan:

Full Service Community Schools create a safe and supportive environment where students can thrive academically, socially, and emotionally. Schools offer a comprehensive and integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include preventative, early intervention, and intensive services and supports accessible to all students. School-wide positive behavioral and academic supports are augmented by Tier 2 targeted intervention and Tier 3 individualized supports, which are monitored and coordinated through COST and SST. Schools create professional learning structures to support adults to learn the science and practice of teaching Social Emotional Learning (SEL) skills to increase the capacities of students to manage emotions, develop empathy and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. A thriving school culture also encourages student leadership and motivational programs, such as expanded celebrations of student achievements.

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

School Safety Plan Goals

Goal 1: maintain current level of positive school climate

- Strategy 1.1: continue to hold monthly student assemblies emphasizing focus area and setting expectations
- Strategy 1.2: continue incentive program for proper conduct (hootie loot)

Goal 2: Increase level of empathy among students to reinforce positive relations and climate

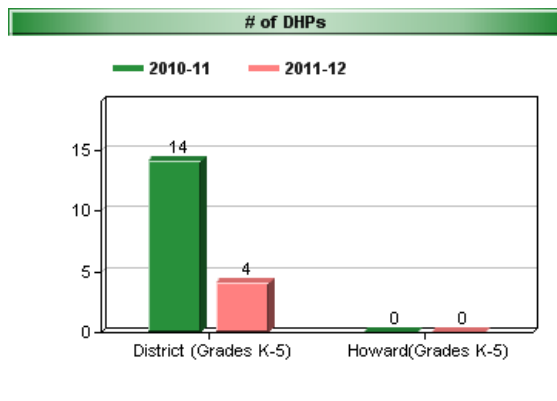
- Strategy 2.1: Implement Second Step strategies from lessons taught by teachers.
- Strategy 2.2: Train 10 students to be junior coaches to lead games during recesses and limit conflicts.

School Quality Standards relevant to this Strategic Priority

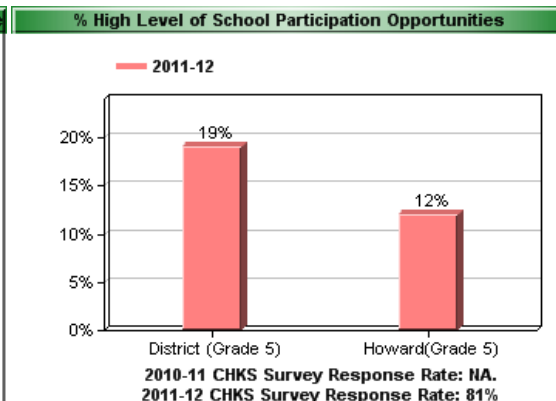
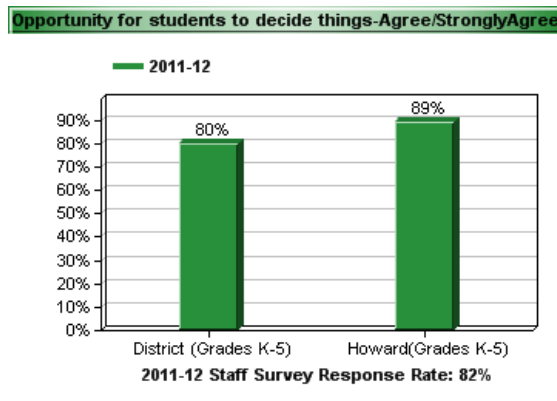
A quality school...

- is a safe and healthy center of the community, open to community use before, during, and after the school day
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future
- creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences

DHP

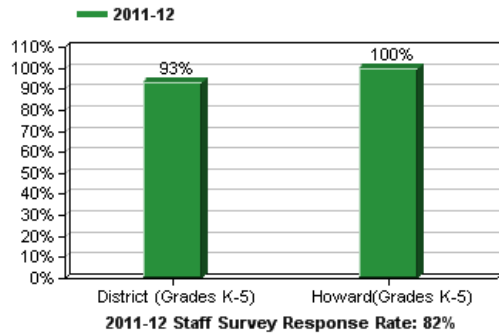


Survey - Engagement

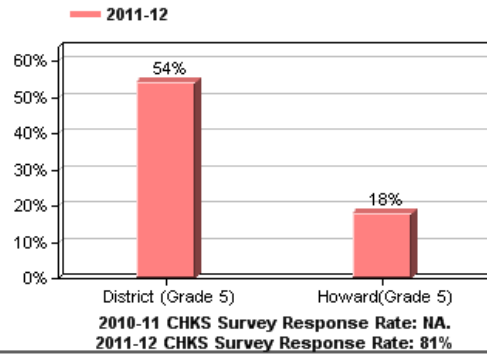


Survey - Relationships

Nearly All/Most Adults at this school pay attention to students.

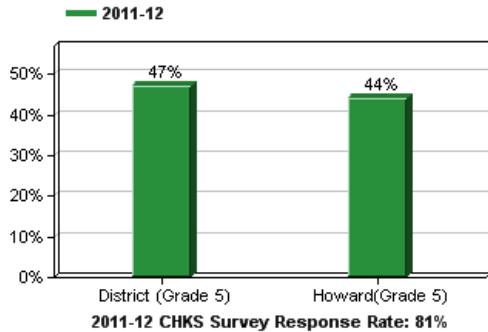


% High Level of Caring Relationships with Adults at School

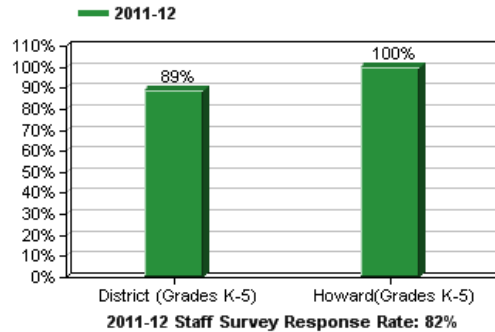


Survey - Safety

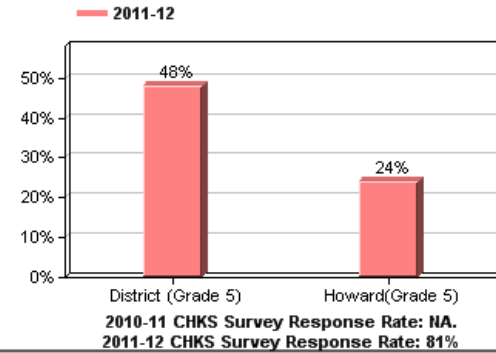
% Hit or pushed by other kids at school



This school is a safe place for students.%Agree/Strongly Agree

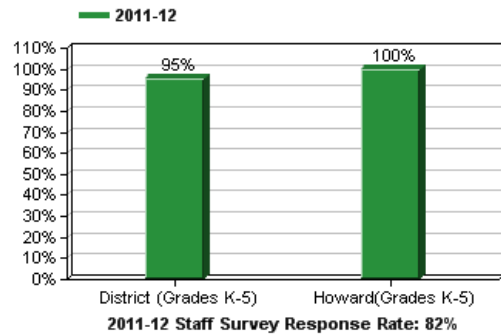


% feeling safe at school all of the time



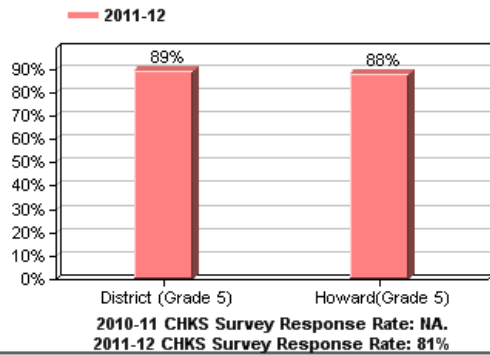
Survey - Welcoming

School is a supportive and inviting place. Agree/Strongly Agree

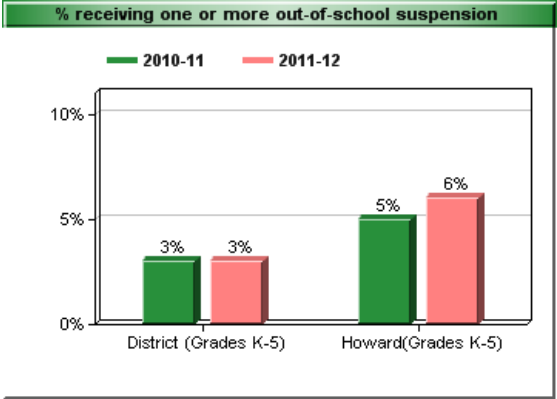


Survey- Beliefs

Most/All the time teachers believe you can do a good job.



Suspensions



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Mathematics Instruction Focused on developing cognitive skills in support of the Common Core Standards	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	5/6/2013	166SQ12A6071	Teachers will use Smarter Balance Assessments with students in support of the common core standards	N/A			0	\$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority B. Health & Wellness

School: Howard Elementary

Principal: CAROLYN HOWARD

From OUSD Strategic Plan:

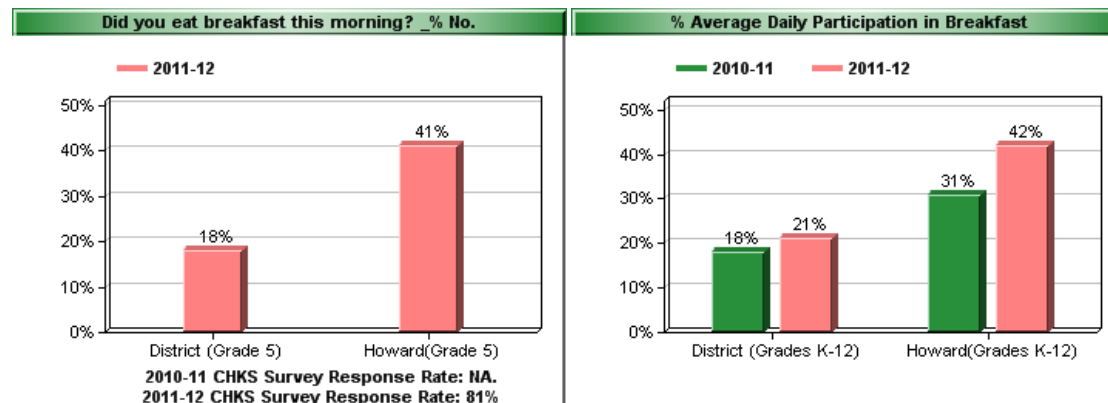
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access to nutritious food, free drinking water, opportunities to be physically active and good indoor air quality. Quality physical education is provided for the required amount of time to all students. In addition, students' health and mental health needs are met on-site or through a robust referral system that connects students and families to community providers. A FSCS also provides health education (e.g., nutrition, gardening, reproductive health) and social-emotional learning (SEL) that is aligned with and supports the core curriculum. Families are engaged around supporting their children's health as well as their own. Staff wellness is seen as integral and is actively fostered.

School Quality Standards relevant to this Strategic Priority

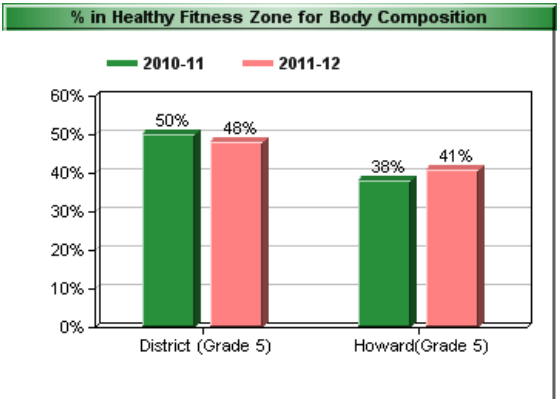
A quality school...

- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth

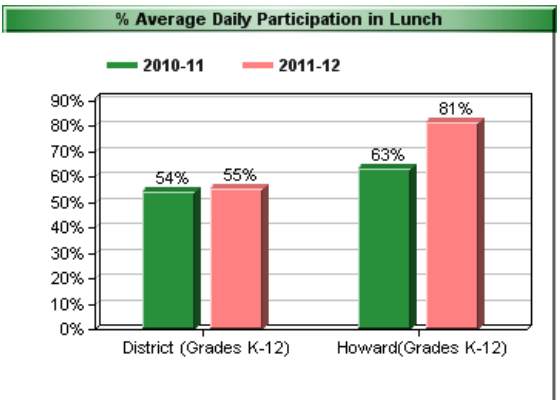
Breakfast



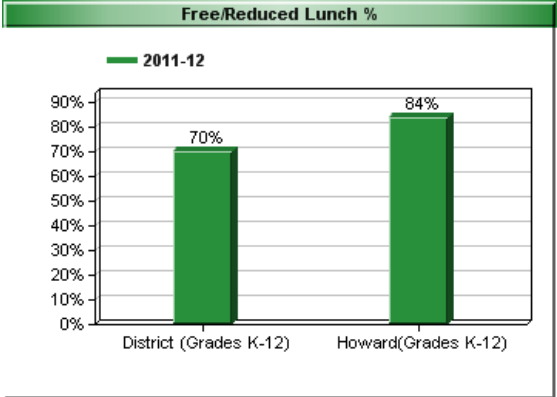
Fitness



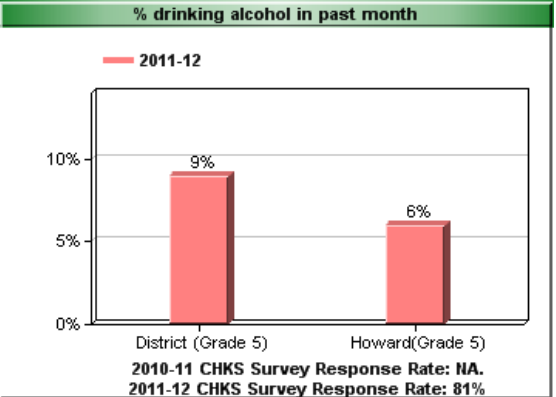
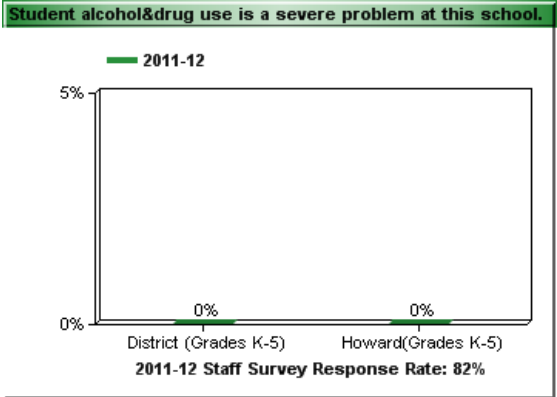
Lunch



Socio Economics



Survey - Drugs / Alcohol



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School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Howard Elementary

Principal: CAROLYN HOWARD

From OUSD Strategic Plan:

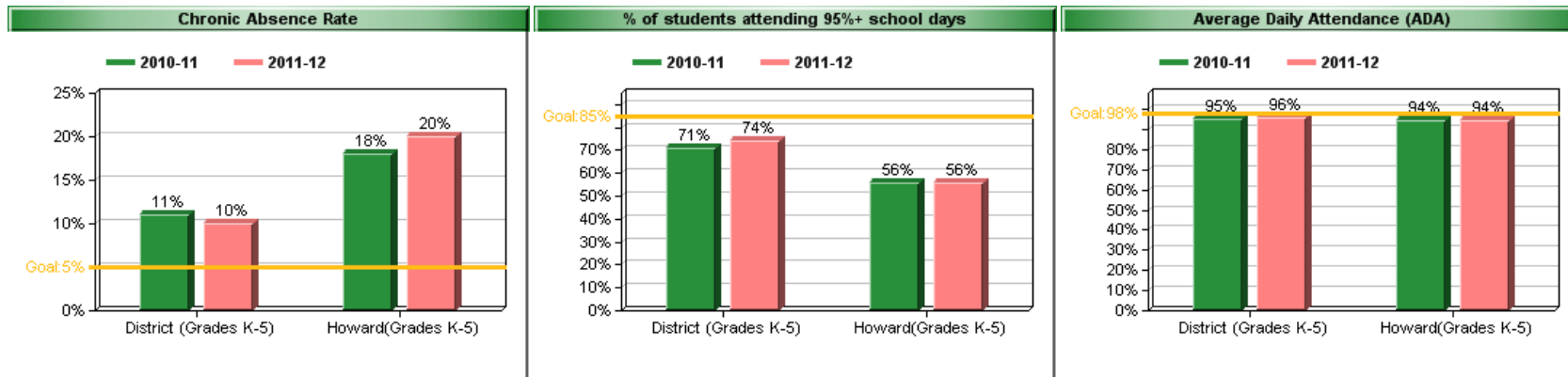
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts one in seven Oakland students, is correlated with lowered reading outcomes and graduation rates. If our system begins addressing chronic absence at the Pre-K and K levels, we would see marked differences in student learning by 3rd grade.

1. Reduce Chronic Absence (students missing 10% or more of the school year) to 5% or less
2. Increase Satisfactory Attendance (percentage of students attending 95% or more of school days) to 85%
3. Interrupt patterns of chronic absences and suspensions to reach a 98% attendance rate (ADA)

School Quality Standards relevant to this Strategic Priority

A quality school...

- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future



School Data

- As of March 1, 2013, there are 22 students on the chronic absence list. After reviewing the list, most of those students were ill or had family death. There attendance has improved. Ten (10) students have IEPs and their frequent absences are attributed to illness related to their disability.
- Attendance improved for all students whose families attended SART meetings or families had reasonable explanations for continued absences.

Data Analysis

- Chronic absences highest in kindergarten and first grade. We have reduced the percentage of chronic absences by 11% this year from 20% in 2011-2012.
- Howard has 25 special education students. 1/3 of these students are on the chronic absence list

Theory of Action

- Focus on outreach and education of K-1 parents where chronic absence rates are high in order to set a pattern for the rest of the students' elementary years
- Continue to recognize attendance like we recognize academic achievement

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Increase Parent Participation and engagement	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Monthly	Leadership Team	4/5/2013	166SQI2C2167	Academic Interventions	3010-Title I		INTSPC0011	0.5	\$25,000.74
Increase Parent Participation and engagement	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Monthly	Leadership Team	4/5/2013	166SQI2C5342	Academic Interventions	7090-EIA - SCE		INTSPC0011	0.5	\$25,000.74
Increase Parent Participation and engagement	Survey data (CHKS, etc.)	All Students	Every Marking Period	Leadership Team	4/5/2013	166SQI2C5343	Refreshments for parent meetings and events	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$944.16
Increase Parent Participation and engagement	CELDT	English Learners	Every Marking Period	Leadership Team	4/5/2013	166SQI2C5344	Materials and supplies for EL students	7091-EIA - LEP	4300-MATERIALS & SUPPLIES		0	\$8,355.47
Increase Parent Participation and engagement	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Marking Period	Leadership Team	4/5/2013	166SQI2C5345	Materials and supplies to supplement classroom lessons	7090-EIA - SCE	4310-SUPPLIES		0	\$12,011.54
Increase Parent Participation and engagement	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Marking Period	Leadership Team	4/5/2013	166SQI2C5348	Materials and supplies to supplement classroom lessons	3010-Title I	4310-SUPPLIES		0	\$14,753.55
Include attendance information sheet in orientation packets especially for k-1 and students new to Howard					3/5/2013	166SQI2C303		N/A			0	\$0.00
Provide incentives for improved/satisfactory attendance					3/5/2013	166SQI2C2151		N/A			0	\$0.00
Engage parents in supporting improving student attendance through parent engagement events					3/5/2013	166SQI2C2150		N/A			0	\$0.00
Create a positive culture that entices and makes students not want to miss school.					3/5/2013	166SQI2C2149		N/A			0	\$0.00
Attendance Clerk (.5 FTE) will support & monitor accurate attendance reporting, make daily phone calls, & assist with SART meetings.					3/5/2013	166SQI2C2152		N/A			0	\$0.00
Conduct Family Education Workshops on the importance of attendance					3/5/2013	166SQI2C2153		N/A			0	\$0.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

Strategic Priority A. Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

School: Howard Elementary

Principal: CAROLYN HOWARD

From OUSD Strategic Plan:

We want to recruit, retain, and reward high-quality teachers, principals, and other leaders to ensure that all students learn to the best of their abilities. OUSD must become a highly-sought-after place of employment where educational leaders know they will be challenged and supported by colleagues, supervisors, and community members with high expectations. We need to develop aggressive strategies to recruit and retain the best and brightest talent in OUSD. Building on our developing frameworks for effective teaching and school leadership, and furthering the development and capacity of our teachers and principals through various forms of professional development will allow us to sustain effective teachers and leaders committed to Oakland's children.

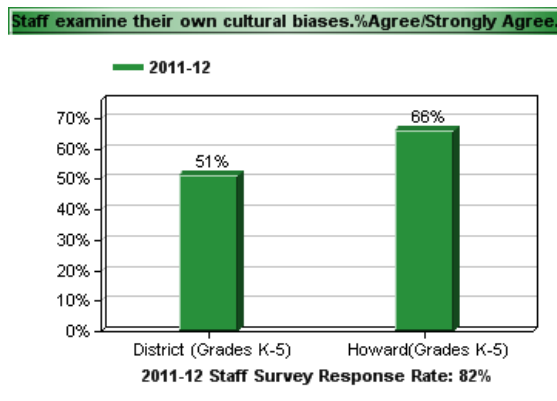
1. Improve the conditions in schools to retain 80% of effective teachers

School Quality Standards relevant to this Strategic Priority

A quality school...

- makes sure that teachers work together in professional learning communities focused on student progress
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice
- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.

Survey - Professional Learning



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School Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

Strategic Priority A. Family & Community Engagement

School: Howard Elementary

Principal: CAROLYN HOWARD

From OUSD Strategic Plan:

A quality Full Service Community School (FSCS) involves students, families, and the community in the decision-making process as a way to develop collaborative partnerships. A FSCS works with families as partners to understand how the student is progressing and participating in school. Additionally, a Full Service Community School establishes and aligns partnerships with community-based organizations, civic and business partners to strengthen the academic, social-emotional and health outcomes for students and families.

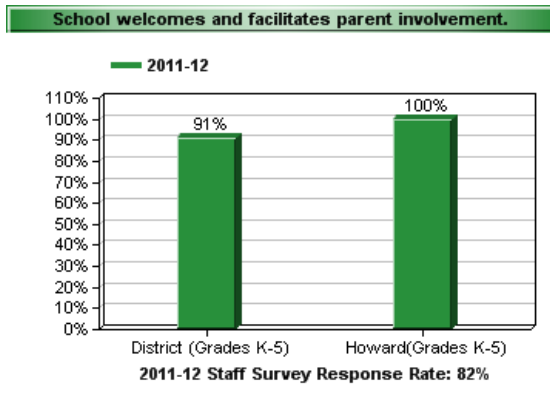
1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

School Quality Standards relevant to this Strategic Priority

A quality school...

- shares decision-making with its students, their families, and the community, as part of working together in partnership
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well
- builds effective partnerships by using principles of student and family/community engagement

Survey - Welcoming



Theory of Action

- If we educate our families so that they understand the significance of the standards and the shift to the common core, their involvement will not only increase but will become more meaningful to them and their children.
- By engaging families and helping them understand our work, student attendance and student performance will be positively impacted.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Mathematics Instruction Focused on developing cognitive skills in support of the Common Core Standards	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	5/6/2013	166SQI4A6071	Teachers will use Smarter Balance Assessments with students in support of the common core standards	N/A			0	\$0.00
Increase Parent Participation and engagement	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Monthly	Leadership Team	4/5/2013	166SQI4A2167	Academic Interventions	3010-Title I		INTSPC0011	0.5	\$25,000.74
Increase Parent Participation and engagement	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Monthly	Leadership Team	4/5/2013	166SQI4A5342	Academic Interventions	7090-EIA - SCE		INTSPC0011	0.5	\$25,000.74
Increase Parent Participation and engagement	Survey data (CHKS, etc.)	All Students	Every Marking Period	Leadership Team	4/5/2013	166SQI4A5343	Refreshments for parent meetings and events	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$944.16
Increase Parent Participation and engagement	CELDT	English Learners	Every Marking Period	Leadership Team	4/5/2013	166SQI4A5344	Materials and supplies for EL students	7091-EIA - LEP	4300-MATERIALS & SUPPLIES		0	\$8,355.47
Increase Parent Participation and engagement	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Marking Period	Leadership Team	4/5/2013	166SQI4A5345	Materials and supplies to supplement classroom lessons	7090-EIA - SCE	4310-SUPPLIES		0	\$12,011.54
Increase Parent Participation and engagement	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Marking Period	Leadership Team	4/5/2013	166SQI4A5348	Materials and supplies to supplement classroom lessons	3010-Title I	4310-SUPPLIES		0	\$14,753.55
Increase engagement of EL Families through workshops and providing materials in appropriate languages.					3/5/2013	166SQI4A4555	Provide EL parents with workshops and materials in appropriate languages.	N/A			0	\$0.00
Refreshments for parent meetings, trainings, and school events to foster increased parent engagement and involvement					3/5/2013	166SQI4A1931	Engage Title I Families	N/A			0	\$0.00
Plan for and implement increased school engagement with families (Newsletters, school messenger, phone calls, conferences, meetings, special events, etc...					3/5/2013	166SQI4A2161		N/A			0	\$0.00
Increase college and career readiness /awareness with students and families.					3/5/2013	166SQI4A2162		N/A			0	\$0.00
Increase college and career readiness /awareness with students and families.					3/5/2013	166SQI4A2163		N/A			0	\$0.00
Provide extended learning opportunities for identified			Every	Leadership			Extended					

GATE students during and after school.	Grades/GPA	GATE	Marking Period	Team	4/4/2013	166SQI4A5359	activities/lessons for GATE students	N/A			0	\$0.00
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School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Howard Elementary

Principal: CAROLYN HOWARD

From OUSD Strategic Plan:

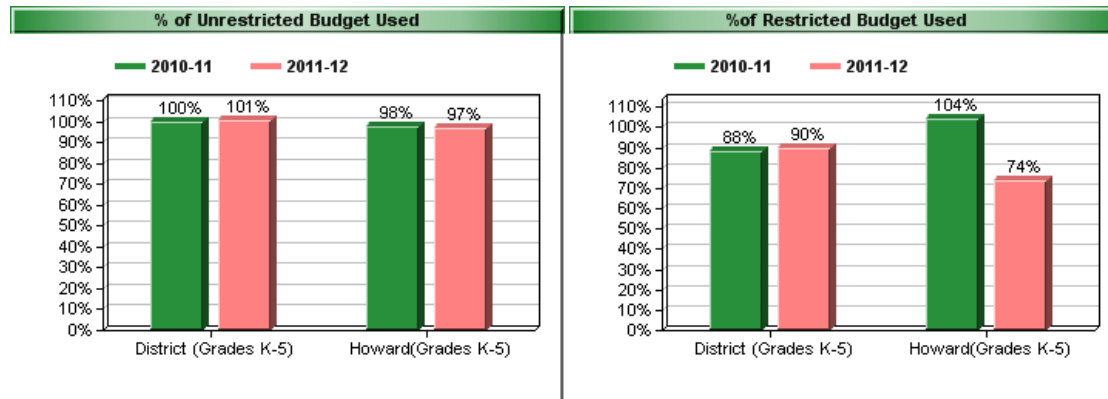
We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations with parents and community members. Leaders will need to assess their own levels of expertise with leadership practices, operations, instruction and community engagement and work together to share tools, knowledge and strategies in these areas to accelerate everyone's capacity to deliver on the promise of high quality effective instruction and Full Service Community Schools.

School Quality Standards relevant to this Strategic Priority

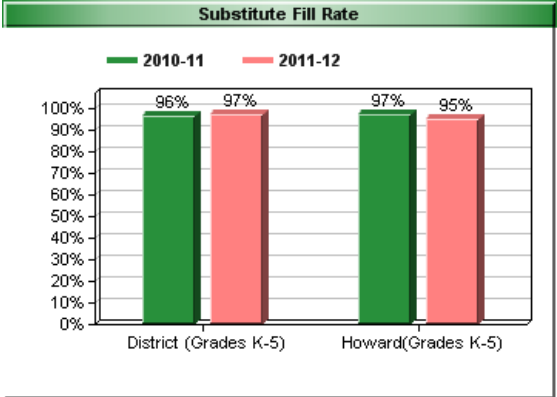
A quality school...

- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- guides and supports the development of quality instruction across the school
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- is distributed, through professional learning communities, collaborative planning teams, and select individuals

Budget



Sub Fill Rate







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State & Federal Preliminary and Final Budget

Programs Included in this Plan

The School Site Council intends for this school to participate in the following programs:

State Program	Projected Budget	Final Budget
 Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program ...EIA-SCE RESOURCE #7090	\$37,012.28	
 Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	\$8,355.47	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	\$45,367.75	

Federal Program	Projected Budget	Final Budget
 Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas ...TITLE I Resource #3010	\$39,754.29	
 Title I, Part A: Parent Engagement Activities Purpose: Targets educationally disadvantaged students in eligible schools to help achieve grade level proficiency ...TITLE I Resource #3010	\$944.16	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	\$40,698.45	

Appendices

- Engagement Timeline
- FSCS Assets & Needs Scan
- Parent Involvement Policy
- School-Parent Compact
- SSC Membership Roster

Type into the gray boxes, then print and sign.

**ASSURANCES
2013-2014**

School Site: *Howard Elementary*
Site Number: *166*

The following state and federal categorical funding source(s) will be a part of the School-Based Coordinated Program at the school:

- Title I School-Wide Program
- Title I Targeted Assistance Program
- EIA/State Compensatory Education
- EIA/Limited English Proficient
- QEIA
- SIG

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2013-2014 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on *April 25, 2013*
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:

Veda D Perkins

SSC Chairperson's Signature

Veda D. Perkins

SSC Chairperson's Name (printed)

5-3-13

Date

ELAC Chairperson's Signature
Cardyn Howard

Principal Signature

ELAC Chairperson's Name (printed)
Cardyn Howard

Principal's Name (printed)

Date
5-3-13

Date

[Signature]

Executive Officer's Signature

Executive Officer's Name (printed)
Susana Ramirez

Director, State & Federal's Name (printed)

Date
5-15-13

Date
6/5/13

[Signature]

Director, State & Federal Compliance Signature

School Site Council

Membership Roster – Elementary School

School Name: Howard Elementary

School Year 2012-2013

Chairpersons: Anika Daniels Jones & Veda Perkins	Vice Chairperson: Carolyn Howard
Secretary: Oona Joseph	DAC Representative:

Check Appropriate
Representation

Members' Names	Mailing Address (with zip code)	Principal	Classroom Teacher	Other Staff	Parent/Comm
Carolyn Howard	8755 Fontaine St. Oakland 94605	X			
Randy Sherren	8755 Fontaine St. Oakland 94605		X		
Danielle Collins					X
Caitlin Healey	8755 Fontaine St. Oakland 94605		X		
Patricia Jenkins					X
Anika Daniels Jones	8328 Outlook Ave. Oakand, 94605				X
Colleen Shepherd	8755 Fontaine St. Oakland 94605		X		
Veda Perkins					X
Winnie Davis					X
Delores Gross	8755 Fontaine St. Oakland 94605			X	

SSC Legal Requirements:

Members MUST be selected / elected by peer groups;

- (1) There must be an equal number of school staff and parent/community members;
- (2) Majority of school staff membership must be classroom teachers;
- (3) Parent/community members cannot be employees at the site.

1-Principal
 3-Classroom Teachers
 1-Other Staff
 5-Parent /Community

Charles P. Howard Elementary School 2012-13 School Parental Involvement Policy

Part 1. General Expectations

Charles P. Howard Elementary agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parent Involvement Policy that school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school
- The school will adopt the school's Home-School compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-

- That parents play an integral role in assisting their child's learning
- That parents are encouraged to be actively involved in their child's education at school
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
- The carrying out of other activities, such as those described in section 1118 of the ESEA

Part 2. Description of How the School will implement required School Parental Involvement Policy Components

- 1) *Howard Elementary* will take the following actions to involve parents in the joint development and joint agreement of its School Parental involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

List actions that constitute planning, review, and improvement of the Title I program, e.g. gather and disseminate to parents for review the following materials: School's current Parent Involvement

Policy (if one exists), school-parent compact, Parents' right to know: student achievement (state assessment results), non-highly qualified teacher, and Annual Title 1 meeting.

Outline the process to be used to accomplish requirement of including assignment of responsibilities for each task, solicit both written and oral input from parents, and hold several meetings for discussion of purposes and consensus building, etc.

- 2) *Howard Elementary* will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
- Review and discuss in first SSC meeting of each school year
 - Send copy home with weekly newsletter (Family Focus)
 - Have copies available in main office lobby area

- 3) *Howard Elementary* will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:

In the Fall of each school year and as needed.

- 4) *Howard Elementary* will convene an annual meeting to inform parents of the following:

- That their child's school participates in Title 1
- About the requirements of Title 1
- Of their rights to be involved
- Of their right to participate in the development of the District's Title 1 Plan

- About their school's participation in Title 1

- Telephone logs of reminders of upcoming meeting dates
- Announcements in weekly newsletter and flyers
- Updates on School Marquee

- 5) *Howard Elementary* will hold a flexible number of meetings at varying times, and will provide transportation, child care, and/or home visits, paid for with Title 1 funding as long as these services relate to parental involvement:

Engaged families will strategize how to encourage hard to reach families. We will alternate meeting times, provide quality childcare, and provide written updates/minutes for parents who are unable to attend.

- 6) *Howard Elementary* will provide information about Title 1 programs to parents of participation children in a timely manner:

*Back to School Night
SSC Meetings
Parent Conferences*

- 7) *Howard Elementary* will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure students progress, and the proficiency levels students are expected to meet:

Back To School Night

Family Nights (i.e. Science night, Family Reading Night, Family Math Night, etc...)

Parent Classes and Workshops

Brochures and Copies of Standards, Release questions, and Report Card Summaries

- 8) *Howard Elementary* will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:

Dads' Club, SSC meetings

- 9) *Howard Elementary* will submit to the district any parent comments if the school wide plan (SWP) under section (1114)(b)(2) is not satisfactory to parents of the participating children:

Part 3. Shared Responsibilities for High Student Academic Achievement

- 1) *Howard Elementary* will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

We will work with OUSD to offer workshops and trainings.

We will provide reading materials and other media on key topics.

- 2) The school will incorporate the School-Parent Compact as a component of its School Parental Involvement Policy:
- 3) The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph –

- The State of California's academic content standards
- The State of California's student academic achievement standards
- The State of California's and Oakland Unified School District's academic assessments, including the alternate assessments
- The requirements of Title 1
- How to monitor their child's progress
- How to work with educators

We will hold meetings, parent conferences, and provide materials to foster understanding of the above topics.

- 4) The school will, with the assistance of the district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parent involvement, by:

Computer classes, Family nights, and written materials.

- 5) The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parents programs and build ties between parents and school, by:

Attending customer service trainings in the district, professional development opportunities on site and off, working with community-based organizations.

- 6) The school will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, and public pre-school and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

Coordinating meetings with other related programs, holding informational fairs and providing written information.

- 7) The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parents-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language that parents can understand:

Post messages on the marquee and have flyers and other vital information translated into the most dominant school languages. Send important information home via US mail and email. Use School Messenger to phone families regarding meetings and other activities.

Accessibility

Howard provides opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

Part 4. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs, as evidenced by on going School Site Council Meetings.

This policy was adopted by the Howard Elementary School Site Council and will be in effect for the period of one year. The school will distribute this policy to all parents of children participating Title 1, Part A. It will be made available to the local community. The notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

(Principal's Signature)

(date)

School – Parent Compact

Charles P. Howard Elementary School and the parents of the students agree that this compact outlines how the parents, entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect during the 2012- 2013 school year.

School Responsibilities - Howard Elementary School will:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the State of California's student academic achievement standards as follows:**

Teachers will post lesson objectives and clearly state the objective at the beginning, throughout the lesson and at the end of the lesson. Teachers will use student engagement strategies to ensure that 85% or more of their students are engaged in the lesson/activity at all times. Students

- 2) Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.**

A parent conference will be held no later than the first Friday in December which is approximately one week after the first trimester has ended. Report cards may be distributed at that time. Parents will be encouraged to contact their child's teacher immediately if a student received a 1 or 2 in any core area. (Below or Far Below Basic)

- 3) Provide parents with frequent reports on their children's progress.**

Teachers will provide parents with frequent reports of their child's progress on classroom assignments and tests, homework completion, and district assessments.

- 4) Provide parents reasonable access to staff.**

Howard staff is available to families during preparation periods, before and after school and by appointment. Families may also communicate with staff via district email.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

Parents are encouraged to participate in all school activities and groups. They may report to the main office to sign in and receive a name badge prior to any visit or observation without prior notification or appointment.

Parent Responsibilities –

We, as parents will support our children's learning in the following ways:

Describe the ways in which parents will support their children's learning, such as:

- *Monitoring attendance*
- *Make sure homework is completed*
- *Monitoring amount of television viewing time*
- *Promoting positive use of child's out of school time*

Student Responsibilities –

We, as students, will share the responsibility to improve our academic achievement and achieve the State of California's academic standards. We will:

Describe the ways in which students will support their academic achievement, such as:

- *Do my homework every day*
- *Ask for help when I need it*
- *Read for at least 30 minutes every day outside of school*